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ABSTRACT

This publication on staffing and staff development is the fifth in a six-part series describing the Management Organization Systems Technique (MOST) developed at Wayne County Community College. The purpose of MOST is to determine the goals and objectives of a college and assist in their attainment and evaluation. The staffing and staff development sub-system is committed to a vigorous, institution-wide approach to optimizing staff performance and enhancing opportunities for professional growth. MOST first identifies the organizational structure of a college in terms of its relationship to a set of prescribed objectives, and clearly defines the responsibilities for each job. Staff recruitment and selection are based on matching individual capabilities with institutional needs. On-going staff development utilizes professional conferences and seminars, on-the-job training, sabbatical leaves and formal classroom instruction. Faculty, administrative and staff development activities each have their own specific objectives and use a variety of these instructional methods. Success in the staffing and staff development sub-system of MOST is equated with continual upgrading of the effectiveness of staff members and the most appropriate use of each individual's capabilities. (AYC)

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into four generic groups: (1) professional conferences and seminars, (2) on-the-job training, (3) sabbatical leaves, and (4) formal classroom instruction.

Referring to a Carnegie Corporation of New York and an American Association of Junior Colleges Survey, another authority in the field has pointed out that nearly a decade ago workshops pertaining to community college faculty, administrators and support staff were grossly inadequate. In 1970, 270 workshops and conferences were counted which:

> . . . is virtually infinitesimal in comparison with the needs of about 130,000 staff members at over 1,000 community-junior colleges.
>
> The survey revealed also that 60 per cent of the in-service programs were held in two major geographical regions.[9]

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[9]Terry O'Banion, *Teachers for Tommorrow* (Tucsan, Virginia: University of Virginia Press, 1973), p. 153. The breakdown is as follows: North Central (Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin) and Western (Alaska, Arizona, California, Colorado, Hawai:, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming). No vocational-technical in-service programs were reported in the Southern Region (Alabama, Arkansas, Kentucky, Louisiana, Mississippi, Oklahoma, Tennessee, and Texas). Thus, these in-service programs are concentrated in two geographic areas where community-junior colleges are best established. While this location of programs follows a form of logical placement, it also means that the "rich get richer" while many "poorer" college staff members do not get the in-service education which is necessary for the welfare of their students and their colleges.

The M.O.S.T. approach to faculty development adopts the following objectives:

1. To develop new faculty members with a knowledge and an appreciation of the history, philosophy, and goals of community colleges in general and their institution in particular.

2. To optimize opportunities for new faculty members to grow as professional teachers while comprehending the variablilty of students' intellectual characteristics, background, and certain nonintellectual factors that, as research on junior college students indicates, can either enhance or negate their performance.

3. To describe and demonstrate to new faculty members the full range of their role responsibilities both in and outside the classroom.

How a college develops these areas should reflect its mission statement and the faculty needs as perceived by the faculty and administrative staff. More specifically, M.O.S.T. stresses the following development opportunities for full-time and part-time faculty:

1. Participation in special seminars, workshops, or mini-courses sponsored by colleges and universities; these vary from two to three days in length.

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INTRODUCTION TO

MANAGEMENT ORGANIZATION SYSTEMS TECHNIQUE

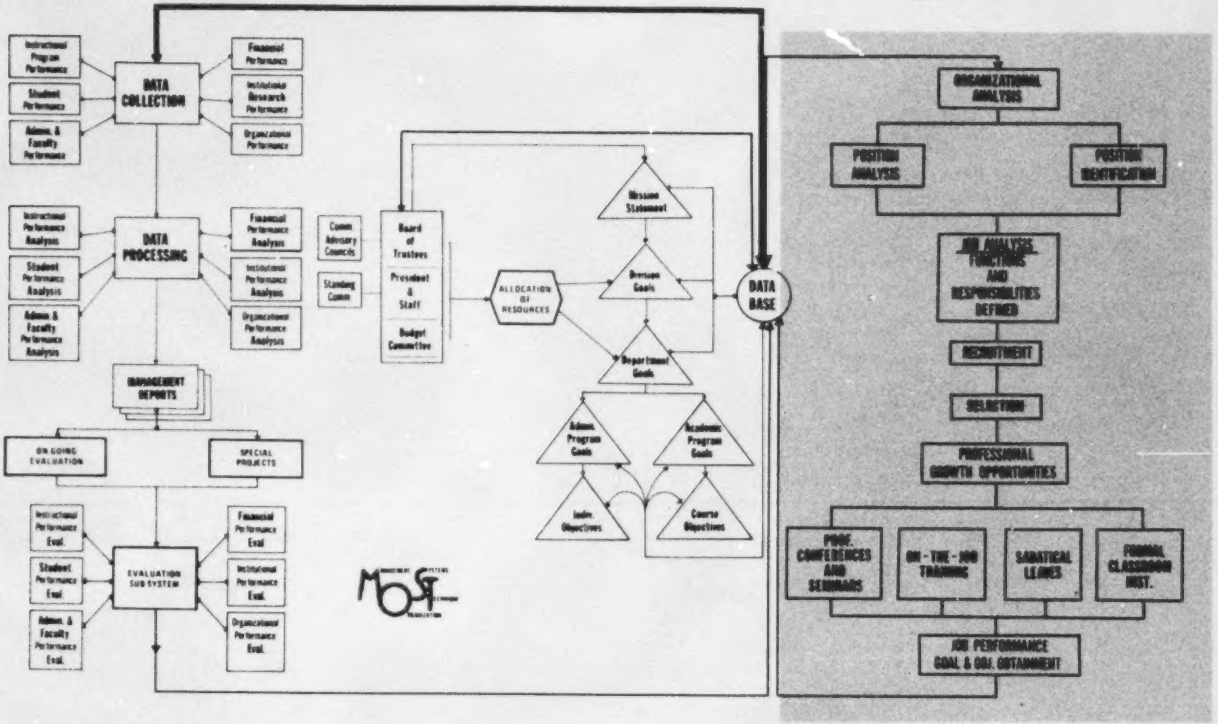
One of the finest achievements during my tenure as chief executive officer of Wayne County Community College has been the recent development within its professional ranks of a comprehensive management program entitled, "Management Organization Systems Technique" (M.O.S.T.).

A prototypical concept in 1971, M.O.S.T. has evolved into a profound far-reaching system which is expected to provide the College's leadership with an excellent opportunity for coordinating the dynamic growth and development of the College, thereby being able to respond quickly and efficiently to the College's needs.

Under the direction of the Board of Trustees, the Vice Presidents and I have strongly supported and encouraged the efforts of the developmental team headed by Dr. Mostafa M. Afr, Vice President for Finance. That team has brought to fruition a comprehensive program yielding educational and service benefits to students, faculty, staff members and the community we have been entrusted to serve.

The development of M.O.S.T. has been worthwhile. Through the effective implementation of this management system in the months and years to come, we will be able to meet our responsibilities well, in addition to helping create for the community at large a community college truly responsive to its community's needs.

Dr. Reginald Wilson
President


Instructional Program Performance
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Academic Program Goals
Indiv. Objectives
Course Objectives
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ORGANIZATIONAL ANALYSIS
POSITION ANALYSIS
POSITION IDENTIFICATION
JOB ANALYSIS FUNCTIONS AND RESPONSIBILITIES DEFINED
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ON - THE - JOB TRAINING
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STAFFING AND STAFF DEVELOPMENT

INTRODUCTION

The Staffing and Staff Development sub-system for the institution of higher education provides a network of interrelated functions which enhance optimal staff performance and professional growth opportunities within the organization. Traditional staff development in community colleges has been directed predominantly at faculty development; the M.O.S.T. method (Management Organization Systems Technique) is committed to a vigorous, institutional-wide approach. Instruction is the primary service of community colleges. But attendance of the faculty at conferences and workshops is alone not enough to improve instruction substantially, nor do staff development options for administrators and support staff necessarily affect the delivery of instruction.

In order to develop and coordinate personnel/organizational efficacy and ensure high levels of task performance, M.O.S.T. identifies the organizational structure of a community college or similar learning institution in terms of its relationship to a set of prescribed objectives called the mission statement. The effectiveness of any group of individuals working as a team may suddenly diffuse due to a variety of interpersonal or environmental factors. New combinations of personnel may have to be created so that people can do a better job in the future. The mission statement itself might require revised applicabilities, even though the same goals could theoretically remain achievable for long periods of time. In any event support mechanisms will have to be engendered and coordinated on a continuing basis.

ORGANIZATIONAL ANALYSIS

Organizational analysis is the first step toward the identification of how an organization functions and its hierarchical relationships. One of the outcomes of this process is reflected in the form of a typical organizational chart or map documenting relationships between functional units and programs. Once organizational analysis is begun – and it is a process never really ended or finished – the theories must lead to action through people causing events to happen. The problem is often that of gathering adequate information and then knowing precisely what to do with it, for at this point differentiating between declared theory and theory-as-applied is most crucial to success.[1] The

[1]Chris Argyris and Donald A. Schoen, *Organizational Learning: A Theory of Action Perspective* (Reading, Mass.: Addison-Wesley, 1978), pp. 17-18.

system must make a strong, definite statement regarding academic control in terms of an organization-wide learning system, the administration of which must be carefully implemented to provide for further analysis. In order to optimally develop personnel effectiveness and evaluate congruent performances, M.O.S.T. identifies a community college's organizational structure in terms of its relationship to the mission statement. After this determination is effected and from this point onward, M.O.S.T. may clearly define areas of responsibility and authority for all college staff, establishing a series of working interrelationships as well as maximizing growth opportunities. Evaluation may subsequently be based upon predetermined objectives and other relevant data, resulting in a totally rationalized sequence.

The M.O.S.T. approach mandates that before an organization can hope to develop and train its employees in the attainment of college goals and objectives, it must develop a rational plan vis-a-vis organizational structure. All positions within the system must relate to the mission in terms of function and resource: " . . . organizations are collections of persons who interact on a regular basis"[2] in order to achieve stated objectives. Add to this concept that society maintains the authority over public educational systems by determining through an extended fiscal process what the system must produce,[3] and the M.O.S.T. approach finds even greater cogency in its preoccupation with achieving a full range of goals and objectives relative to institutional development.

M.O.S.T. strategy for organizational analysis promotes the thorough analyzation of organizational goals in light of a college's present structure, to wit:

1. Mission Statement analysis, relating it to each division's activities and procedures. Conditions of error must be modified or changed outright if human circumstance will allow, and motivation provided through creative interpersonal relationships.
2. The compilation and refining of organizational charts and maps, detailing positions and hierarchical relationships.
3. Analysis of positions in terms of the organizational structure. Balance the concerns of individuals with the needs of the organization so that the creation and maintenance of positions becomes objective and logical.
4. The delineation and assessing of costs from the

[2]Chris Argyris, *Understanding Organizational Behavior* (Homewood, Ill,: The Dorsey Press, Inc., 1969), p. 11.

[3]Robert B. Thompson, *A Systems Approach to Instruction* (Hamden, Conn.: Linnet Books, 1971), p. 14.

total college level to the classroom and administrative element level.

5. The yearly review and update of job descriptions in order to determine teachability levels.

6. A periodic review of organizational output based on stated goals and objectives.

To establish a process of organization analysis and relating goals to areas of responsibility, job descriptions are essential, leading to clarification. Employee needs and recommendations which will help bring about effectiveness and efficiency are valuable inputs, including definitions of relationships among individuals.

The pattern of interconnected roles is both a design and division of labor.[4] M.O.S.T. has developed the following procedure for position clarification through job description:

1. Design and print a questionnaire booklet for each full-time employee of the college asking each person to detail his or her job activities, job responsibilities and basic understanding of the job requirements in informal terms.

2. The management staff of the college will complete a questionnaire for each of the employees supervised.

3. A member of an organizational development department, or suitable staff member, then arranges for the collection of each booklet and meets with each full-time employee to design a current and realistic job description.

4. Once the job descriptions have been finalized in the minds of the respective employees, a meeting is arranged with management staff, in the presence of their supervised employees, to compare job booklets. In most cases, this process presents many surprises to the manager and his subordinates.

5. Through negotiations with the manager and his subordinates, a clarified agreement may be reached on the respective employee's job responsibilities.

6. The last step occurs when the final draft of the job description is distributed to each employee. Perhaps for the first time the manager and the people he supervises agree on assigned duties and responsibilities.

The process described above can be a prelude to the implementation of a management by objectives system for task clarification within or beyond unitary form. It is logical and consistent with systemic approaches in management for singular job clarification. This process is most relevant to community college administrative and support

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[4]Argyris and Schoen, p. 14.

personnel in the delineation of their roles, responsibilities, and authority.

One of the formulations M.O.S.T. provides in the "job describing" process is to select a management team from managers and support staff to review and evaluate the project or work function. Another option is to select community and student personnel to serve in an advisory capacity.

Faculty, like administrative personnel, must have a clear understanding of what is expected of them. The traditional administrative methods of assigning faculty to a course and collecting their final grades with little or no contact in between is inadequate. Various methods of accountability are now being demanded by the community to halt what the public may perceive as a deterioration of educational standards. Many academicians will argue the advantages and disadvantages of accountability, but all agree that a clear understanding of faculty responsibilities and authority is needed more at present than ever before. (M.O.S.T. addresses faculty responsibilities and authority in its Instructional Sub-System.) Through M.O.S.T. organizational staffing and staff development, responsibilities are reflected in the agreement between faculty and administrators that covers minimal measurable objectives per course and program.

Recruitment and Selection of Staff

Once job responsibilities are clearly defined in written form, the process of matching the job and the person becomes critical. One specialist summarizes this process when he states: "Job descriptions are written to describe the job and not the man."[5]

> The goal of the recruiting effort is to provide a steady supply of qualified candidates to fill immediate and future job openings. The extent of . . . . . recruiting effort and the recruiting sources used depend on the numbers and types of jobs to be filled and on the labor market conditions prevailing in a particular locality or within an industry.[6]

To recruit personnel effectively, community college administrators must not only compete with the private sector for qualified personnel, but must have as well a full understanding of how each job relates to the mission of the college and corresponding sphere of responsibility. In M.O.S.T., effective recruitment consists of:

1. Recruitment based on predetermined needs through organization analysis and job analysis.
2. Matching individuals with positions based on a clear understanding of job responsibilities.

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[5]Garrett McDonough, *Management Systems, Working Concepts and Practices* (Homewood, Ill.: Richard D. Irwin, Inc., 1965), p. 115.

[6]John and Mary Mines, *A Guide to Personnel Management* (Washington, D.C.: Bureau of National Affairs, Inc., 1973), p. 108.

A suggested method for accomplishing these features is to:

1. Write up specific job descriptions for each type of position.

   Determine if faculty rank is to be established.

2. Prepare an attractive recruiting machine that includes the purpose, philosophy, objectives, of the college; opportunities for pre-service and in-service training; outline of the instructional program, etc.

3. Recruit nationwide. Send letters and recruiting brochures to university and college placement offices, and to graduate institutions that train community college personnel.

4. Design a comprehensive yet simple application form.

5. Develop an effective screening process for applications and credentials.

6. Arrange interviews with the candidates who seem best qualified.[7]

Establishing bases for selection then becomes a process in which the employer should be able to make a decision as to which of several applicants seems likely to become the most successful employee. "This decision is made on the basis of various selection techniques; depending on the nature of the position in question, the selection process may take only a day or two or it may require several months," according to one author.[8]

Selection procedures can then be implemented to satisfy current labor contracts, government regulations, and college policy. The paramount issues in the selection procedures then reflect a matching of an individual's capabilities with job requirements. Once job responsibilities have been clearly defined and college goals and objectives known, the selection process becomes more objective.

Professional Growth Opportunities

Once the organizational functions, job analysis functions, recruitment, and selection processes have been integrated and form a cohesive policy of service to the college mission statement, M.O.S.T. introduces growth opportunities. Professional growth opportunities have covered a gamut of possibilities in the past. These possibilities, for discussion and analysis purposes, can be categorized

[7]N. Dean Evans and Ross L. Neagley, *Planning and Developing Innovative Community Colleges* (Englewood Cliffs, N.J.: Prentice Hall, 1973).

[8]McDonough, *Op. Cit.*, p. 23.

2. Maximize the use of outside consultants by establishing discussion groups among both full- and part-time instructors.

3. Offer part-time faculty the opportunity to enroll in courses at a nearby college or university.

Developing an administrative staff which may function as an innovative team necessitates the adoption of a dynamic college philosophy. M.O.S.T.'s approach to administration development incorporates the following goals:

1. Maintain a development program for newly appointed administrators.

2. Provide at least two seminars or workshops per year that are of interest to practicing administrators.

3. Design and implement a graduate intern program that will provide opportunities for talent in community college administration.

4. Encourage the concept of sabbatical leave for the professional upgrading of community college administrators.

To implement staff development activities for administrators may require a mix of professional conferences, sabbatical study and formal classroom instruction. M.O.S.T. suggests a spectrum of topics for administrative workshops. These include the following:

1. Alternative models for decision-making
2. Allocation of financial resources
3. Role of state and local governing boards
4. Faculty-administrator relations
5. Recognition and accreditation
6. Foundation and federal government support
7. Staffing and personnel policies
8. Student personnel services
9. Programs for academically and economically disadvantaged students
10. Institutional research
11. Planning educational programs and faculties
12. Current research studies.

Internship programs should be expanded to include experienced administrators. Although internships have been directed primarily toward per-service development efforts, internships can be used to expose administrators to new functions, operations, and programs.

Participation is post-doctoral programs for college administrators must be encouraged, especially to complement sabbatical leave options. Talented

administrators must be able to discover and create new methods to deal with the delivery of educational services.

Professional growth activities have been largely nonexistent for support staff within community colleges. M.O.S.T.'s approach to the development of support staff includes:

1. An intense effort to integrate a management-by-objectives concept into every level of the organization.
2. Released time for support to obtain additional education and in-service workshop training.

Another specialist in the field points out that as recently as 1974, "Useful descriptions of in-service models meeting the special problems and potentials of adjunct faculty and classified staff were largely nonexistent – a deficiency that represents a critical gap in our knowledge."[10]

A fertile area for future research and development is in the gathering of knowledge and corresponding implementation of models representing the needs of support staff. Involving support staff in M.O.S.T. strengthens an individual's commitment to the job and provides the college with a new resource for ideas.

[10]James O. Hammons (ed.) *Proceedings: The conference on Questions and Issues in Planning Community College Staff Development Programs, July 1-3, 1974,* Center for the Study of Higher Education (University Park, Pa.: Pennsylvania State University, June, 1975), p. 22.

Attainment of Goals and Objectives

The measure of success or failure in M.O.S.T. is based on objectively measured outcomes. Therefore, the criteria which will lend themselves to measurement are the actual job performances of community college employees. Evaluation of performance will be based on objectives formulated in the M.O.S.T. Planning Sub-System, the data available for analysis produced by the Data Collection and Processing Sub-System, and the evaluation methods developed in the Evaluation Sub-System. (See other publications in the M.O.S.T. series.)

The organizational staffing and staff development sub-system of M.O.S.T. presents a unique approach for the integration of related activities into a concise, functional system. The rapid growth of community colleges in the 1960's resulted in many staff members being selected for positions without adequate preparation or training. Now that this initial growth has leveled off, efforts must be made to upgrade the effectiveness of established staff members and to select additional staff members who are able to accept the present mission

statements of community colleges as germane to their individual performance standards.

M.O.S.T. emphasizes the thorough analysis of a community college organization, the delineation of job responsibilities and functions, and the selection and recruitment of individuals based on clearly-defined job responsibilities vis-a-vis organizational structure. There is a need for an on-going model related to staff development. M.O.S.T.'s organizational Staffing and Staff Development model serves to fill that need.

WHAT IS THE ORGANIZATIONAL REALITY?

The M.O.S.T. approach to organizational management is conceived as an ongoing *process* rather than structure/stasis, designed as it is to release within organizational limitations high levels of human energy. In any motivational scheme, energy may or may not be conductible along the given command routes of an organization's decision-making circuit. Indeed, much human energy may be directly applied for organizational development if individuals have an adequate understanding of the organizational entity to which they belong and the sub-sections in which they daily operate. Some within an organization could not be expected to contribute to institutional effectiveness because of the specific nature of their assigned tasks, but there are nonetheless many untapped sources of group knowledge and individual capability potential within an organization which may be codified to help achieve a thoroughgoing balance of power.

Organizational learning takes time,[11] as it takes time to grasp both theoretical and applied principles of architectural engineering, financial management, business law or any other comprehensive discipline or system of knowledge. This is the type of learning which cannot be achieved overnight.

Within a college many persons may be selected to take up conceptual learning modes while on the job in order to serve as trainers, for instance, committee members beyond the ordinary scope of their daily activities, or team leaders for specific short-term projects. Others, of course, will experience difficulty in reaching beyond a limited scope of operations, and therefore if participation in programs is achieved it will require leadership stimulation and/or career guidance. On the other hand, when employees want to work as agents for the organization itself – and not merely as zealous volunteers but fully paid employees delivering key services – group dynamics may be effectively administered or otherwise enhanced. The achievement of basic social purpose may begin as an exponent of a new institutional reality.

[11] Argyris and Schoen, pp. 17-18.

The institution must constantly encourage participation in organizational thinking as a function of specific role clarification and position development if an effective quasi-organic identification is to be reached by most employees. It is in providing ways and means for human energy to fulfill itself in terms of organizational reality that M.O.S.T. achieves major relevancies within the college system.

Even within a climate of burgeoning technological mastery and promises of more to come, there is no ultimate substitute for resource development through the effects of group and individual task application. Human expression in this context must be limited by organizational requirements as the M.O.S.T. concept takes root at different rates in various areas of the college so that its procedures paradoxically will not become obstructionistic of themselves. If need be many functions may be modified without disrupting regular activities (like routing detours), while still other changes will call for massive renovation in organizational design (like major computer installations) and normative reeducative response.

A basic strategy in the M.O.S.T. Staffing and Staff Development sub-system is to inform involved individuals of what is going to happen in terms of organizational development before it occurs. This may be a complicated process and must be skillfully handled in a variety of ways depending on specific objectives. Proper restraints must be implanted around the various task "fields" in regard to human input, or else they may polarize, diffuse, or flood a given department or work area with excessive or unchanneled energy, resulting in a drift toward indifference and chaos. The energy of human beings at work will be useful in pursuits of accomplishment which are fully coordinated, but the work product must be concurrently monitored to remain effective. Since "human energy" poses an unweldy mass accompanied by problematical encounters among both experienced and inexperienced employees, exceptionally high levels of managerial skill are required to ensure successful implemenation.

Channeling Human Capabilities

Orientation to and knowledge of the organization itself is a requirement which calls for a set of training standards to be met regularly, which effect compliance to working principles, meeting basic needs as defined by both the mission and organizational scheme within which it must function. A management system will be characterized and otherwise influenced not only by the weighted effectiveness of participants but by training methodologies as well.

An organization like a community college describes a social/cultural reality as well as a functional unit. Many of its members will require considerable orientation, learning and relearning in specific forms of preparation, before effecting new sets of reality-producing developments and environmental influence. In a specific application of M.O.S.T. it was found that people genuinely wanted to help sustain the college even when faculty/staff did not always know how it should succeed in regard to specific matters concerning services offered and delivery systems formulated. With the introduction of M.O.S.T. principles these determinations will take shape at the top echelons and are designed to "cascade" throughout the organization.

Each individual brings to his/her work place a unique set of personal characteristics and capabilities. Since no two persons are really the same, a determination of how the organization may best utilize each person to meet institutional goals is a laborious, painstaking and sensitive process. There will be human inconsistency, there will be employee turnover; yet continuing human input is crucial, for the juxtapositioning of people in many cases will determine success or failure of specific operations. A person cannot give all to the organization, of course, but is he/she able to give enough to ensure further satisfactory progress on a continuing basis? What are his/her individual work dimensions? What is to be done with the human energy? This will be known, in most cases, but careful attention also must be paid to individual needs irrespective of formal organizational design – albeit that the design itself may be a major determinant. The organization will "know" the answer to these concerns if management succeeds in investing the organization with an identifiable modus operandi, which requires that such information be not only "knowable" but worthy of process vis-a-vis supporting the mission statement, i.e., helping to create a symbolic commonality within the work force, or an interrelated "imagery" regarding task accomplishment. In other words, if the institution is going to develop in such a way that it is to care for its employees and *their* goals, it must prosper too and the employees must take care that the institution is growing optimally and not according to an abstract theory.

M.O.S.T. provides for a positive accommodation of many areas of conflict so that most parties thereto may grow within the structured reality of the organization. If a community college is to garner the lion's share of its people's productivity on a consistent basis the organization itself must "know" those people very well indeed, and vice versa. Individual opportunity for upward or lateral movement within the organization will be furthered when honest competition reveals basic differ-

ences in work output. Meanwhile, the organization must build a bridge between the individual's ordinary world of behavior and a new world of organizational reality having built-in conflict, within which one must operate effectively and efficiently on a daily basis. How the organization "behaves" is the responsibility of organizational managers who must develop new perceptions for the institution. An overriding question in this form is: What are the most compelling organizational questions, and how do we get them answered? Organizationally speaking, the college must learn *what it is* and simultaneously *act* to create and recreate itself:

> . . . it is clear that organizational learning is not the same thing as individual learning . . . There are . . . many cases in which organizations know less than their members. There are even cases in which the organization cannot seem to learn what every member knows . . .[12]

While each individual brings to the job a unique set of qualities, needs, perceptions, feelings, experiences, etc., obviously the organization must be the type of entity which will help employees select which of those characteristics may be further developed and how to implement given tasks in conjunction with other people.

[12] *Ibid.*, p 9.

Organizational Development as a Positive Force

The Staffing and Staff Development sub-system is concerned with the three distinctive but interrelated functions of organizational analysis, training and evaluation. Major contributions may be made to the creation of theory-building development, ensuring that it is carried out as a function of normative/reeducative response from within the organization. Care must also be taken to familiarize personnel with outside influences in order to prepare for change in organizational terms.

The present organization must be studied and evaluated from many perspectives, and what is needed in development effort determined in direct consultation with many key persons within the institution. Few final answers may be provided, but a continuing series of basic concerns treated. What will be covered in this connection are such questions as: What is the basic social reality within the organization? Do people relate best formally or informally? What is the overall character of the college? A complete catalog of factors necessary for launching programs and writing proposals which would create institution/community liaison and develop internal cohesiveness may be formulated. Which means may be used to enhance employee communications? What do staff members

want to discuss? Since such a catalog helps to answer questions concerning staff planning, differences between theoretical and emperical data will emerge and issues may be successfully treated.

In one institution of learning efforts to clarify the college's *behavior pattern* were aided when it was found that administrative staffers tended to:

- control basic tasks at hand
- let failures be buried
- perpetuate the concept of rational decision-making
- treat instruction as no more vital than organizational development
- reveal a keen and tough administrative outlook
- protect themselves unilaterally
- minimize opinion concerning structural realities
- suggest the organization knew more than it could act upon
- react to political pressure
- promote formalized administrative behavior.

The organizational development specialist compiles data from managers and other staff members and resource persons to augment organizational *action,* methods for detecting and correcting error, providing descriptions of varieties in organizational culture, maintaining broad perspectives of institutional style and organizational synthesis in terms of a social reality. As analyst/adviser – rather than the chief executive's strong man – the specialist is committed to "finding the truth" about a set of given conflicts without malice or prejudice in order to lend impetus to the ongoing task of forming and re-forming a more *valid* organization. He or she must have a working knowledge of and commitment to all projects fulfilling organizational goals, including federal programs as they relate to the *organizational reality* in practice. It must be recalled that *if errors are exposed but continue to exist the organization will suffer.*[13]

The specialist will be used to create theory-building in fiscal matters, organizational analysis and staff development. Typically this office creates a time-frame for the future concerning each institutional goal or program, a series of tasks projected over a period of perhaps three to four years.

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[13] *Ibid.,* p.3.

NEW DIRECTIONS: A SUMMARY

The M.O.S.T. Staffing and Staff Development sub-system sets the stage for further refinements in organizational growth, providing for constructive organizational change on an ongoing basis. Continued competition from other learning institutions would in many instances demand vigorous organizational responsiveness, as a college strives to provide its constituency with a variety of educational and related services. One of the effects which is essential in this regard is the implementation of an internal development program enabling the institution to remain organizationally sound.

Among the people who work within a college there is normally a need to formulate a fuller awareness of organizational structure – how the college operates and the limits of what it can do. If the institution is to develop from the inside outward, potential resource persons within the organization must be effectively approached for participation in organizational development activity and original input. Organizational development cannot happen in a vacuum; it will grow out of a cultural synthesis or quasi-organic genesis within the college. The task of gathering relevant, usable information is one of the most challenging of internal enterprises in this regard. Providing ways and means for people to contribute to organizational development (and therefore their own professional growth) must be regarded as a valid undertaking.

It may be seen as inevitable that the college's organizational strucutre will change; recognition of weighted outcomes and a priority schedule is essential. M.O.S.T. further assumes that since the college has organizational needs which are unique, the organizational design should focus upon a delineation of problem-solving techniques within the fullest practical scope so as to diminish the likelihood of organizational stagnation. Further, if conflict is to occur, creative rather than destructive outlets ought to be provided in organizational terms.

Rather than dissipate energy-generating conflict among competing employees, the system espouses the use of conflict as a source of power-generation and regeneration, used to provide for continuing institutional development. Instead of suggesting that all conflict must be avoided, M.O.S.T. takes the view that constructive conflict may take place within the institutional arena and that creative outcomes may be derived internally.

A chief executive whose responsibility it is to encapsulate the human energy available to the institution is the one person who can best articulate the organizational design as well as make the system effective by gathering dispersed power. It is possible that at a given point in an organization's

evolutionary process middle-management will have to get used to sharing subordinates while taking up a common point of view regarding espoused prerogatives. All administrators may have to tolerate reasonable conflict among themselves while the chief executive converts the paradoxes along action lines, gathering dispersed power in order to reprocess it.[14] In so doing, he or she may demand high levels of performance from competing administrators so that correspondingly high levels of human energy may be expended in the right places. Supervisors and department heads may discover they are answerable to two or more individuals who sometimes work at cross-purposes. Is the individual manager skillful enough to accommodate more than one executive?

An institution-wide conversion to a dual management form for useful purposes might require more interpersonal skill and ingenuity than it would be reasonable to expect a college could provide, and extreme care ought to be used in making this determination — and even then experts warn that it is best to proceed on a limited department-by-department basis.[15]

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[14]Davis and Lawrence, p. 81.

[15]*Ibid.*, pp. 11-21.

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